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ABSTRACT

This three phase library program was presented to some two hundred students enrolled in sections of an English composition course taught at the State University of New York College at Brockport. Offered each fall and spring semester since the spring of 1975, the library program has been incorporated into a nine module, self-guided course, taught by graduate assistants in the College's English Department. The program consists of (1) a self-guided tape recorded library tour, (2) a slide-sound presentation describing selected library facilities and materials, and (3) a brief workbook exercise requiring the use of biographical dictionaries, encyclopedias, and other reference sources. Evaluation data was obtained by means of questionnaires, a pretest, and posttest. To assist those interested in developing similar programs, copies of the tests, questionnaires, instructions to the course instructor, and workbook are appended. (Author)

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A MEDIA-ASSISTED LIBRARY INSTRUCTION-ORIENTATION PROGRAM

REPORT

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State University of New York
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Drake Memorial Library

November 1976

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INTRODUCTION

The library program grew out of a meeting between the library's Public Services staff and the director of Freshman English. This meeting had as its purpose the exploration of ways to provide a library instruction-orientation program not as an adjunct to but rather as an integral part of a modular English composition course.

The project was undertaken by members of the Drake Memorial Library Reference staff, with technical assistance from the College's Educational Communications Center. Procedural steps were based upon those established for an orientation program developed at Illinois State University, Normal, Illinois. The media-assisted components were selected after planning conferences with the Instructional Development staff of the Educational Communications Center. This was preceeded by a review of the literature covering library instruction-orientation programs.

The purpose of this paper is to describe and outline the program that was developed, discuss the evaluation procedure, and summarize the results of the data obtained. In addition to assist those interested in developing similar programs, copies of the tests, questionnaires, instructions to the course insructor, and workbook are appended.[1]

PROGRAM DESCRIPTION OUTLINE

The following general program guidelines were established:

1. Because of the large numbers of students participating, plus the desire for maintaining scheduling flexibility, the use of audio-visual hardware/software should be emphasized.
2. Although media-assisted and self-guided, the program should include student-librarian contact.
3. Neither supplemental funding nor additional library staff would be provided for the development and subsequent implementation of the library program.

In addition to the guidelines mentioned above, a general statement of purpose was worked out before the task of preparing slides, writing out scripts, and developing worksheets had actually begun. The program had as its general goals the following:

1. To acquaint students with the various library service units.
2. To describe the particular roles of the units.
3. To provide the student with an awareness of the library's resources, as well as instruction in their location and use.
4. To help the student establish a sense of confidence with regard to his or her use of the library.
5. To acquaint students with individual librarians in order that they might feel more at ease in seeking help with their library needs.
6. To introduce students to a search strategy.

LIBRARY INSTRUCTION-ORIENTATION PROJECT: PHASE I

The first phase of the program consists of a self-guided, taped tour of the library. Using Audiotronic Cassette (No. 147) portable tape-players and headsets, students listen to taped commentary as they walk along a prearranged route.

Only those areas of immediate concern to students are covered: public service departments, the card catalog, the circulating book and bound periodical stacks. Although there are a total of fifteen stops, with some exhibits, the entire tour can be completed in about twenty-five minutes.

The taped walking tour provides several advantages: students can learn about the library literally at their own pace. In addition, it is possible for students to take the tour several times, or replay parts of it according to their own interests or needs. In addition it offers maximum scheduling flexibility. Although there are only twelve portable tape-players available for use, waiting time has been kept to a minimum, even with approximately two hundred students participating each semester.

Tape players, cassettes, and headsets are placed for loan at the library's Special Materials Center. There has been to date no significant loss of material reported. At the conclusion of the tour, when students return the borrowed equipment, they are asked to complete a brief questionnaire. The questionnaire is designed to evaluate the tour's overall effectiveness.

LIBRARY INSTURCTION-ORIENTATION PROJECT: PHASE II

The second phase of the library program consists of a slide-

sound presentation which covers the use of the card catalog and selected periodicals indexes, and provides instruction for finding periodicals in the library. Fifteen Singer Caramate slide-sound players are provided for this presentation in the library's Special Materials Center.

To illustrate the use of the indexes and other sources, the topic-centered approach was chosen. The subject selected was the 1972 airplane crash in the Andes Mountains where survivors subsisted by resorting to cannibalism. By means of this topic, students are shown how to locate materials through the card catalog, the New York Times Index and the Reader's Guide.

For this presentation students also report to the library's Special Materials Center, where the equipment is loaned out on an individual or small group basis. At the conclusion of the program, students are again asked to complete a brief questionnaire.

LIBRARY INSTRUCTION-ORIENTATION PROJECT: PHASE III

Using knowledge and experience gained from the first two exercises, students are required to complete a thirteen-page workbook which is designed to a) introduce them to a basic search strategy, and b) to provide a guide to source material that will be used in the completion of a biographical paper.

The workbook, which is obtained at the library's reference desk, consists of six exercises and a questionnaire. Each unit covers basic reference works by type: biographical dictionaries, encyclopedias, the card catalog, periodicals indexes and abstracts, bibliographies, and a unit on microforms. Within each unit, one

source is chosen from a selected and annotated list. If that source is helpful, the student cites it at the end of the unit, and progresses to the next. When completed the workbook is brought to a reference librarian for review. If no further assistance or instruction is required, the librarian signs and returns the workbook to the student who submits it with the completed biographical paper to the instructor.

EVALUATION PROCEDURE AND SUMMARY

In addition to questionnaires related to each of the three phases, students were tested at the beginning as well as at the conclusion of the library program. Tests were administered to all students during the program's developmental stages. Tests are currently administered, however, on a random basis to monitor program effectiveness.

At the beginning of the program, students were tested to determine the level of their library knowledge and skills. A similar test was given several weeks after the program's conclusion to evaluate students' progress or lack of it. Questions were related to each of the three phases.[2]

The data gathered from the questionnaires and tests were sent to the college's Educational Communications Center where a computer assisted analysis was made. At this point it should be noted that for the purpose of recording the student's progress through the library program, I.B.M. cards were used. At the conclusion of a phase, the student's card was pulled, dated, and sent, batch-modal fashion, to the Educational Communications Center. The

information was then sent to the instructor.

Student responses to open-ended questions on the questionnaires provided additional information that proved useful for program revision. Their responses were tabulated by subject category. During the initial presentation, for example, it was found that students were particularly interested in learning about the use of microforms. This led to the development of a unit on microforms in the Phase III workbook exercises (Appendix 5, Unit 5).

PROGRAM EVALUATION: PHASE I QUESTIONNAIRE

Since its introduction, the library taped tour has been well received. Initial concern about students' feelings of conspicuousness (reluctance to be seen with tape players and headsets) has not born out to be a problem, based on data received. In fact when asked the question "Would you recommend this tour to a friend," from data analyzed in the Spring of 1976, 95.9 percent said they would, while 90.1 said they would without reservation (Table II, item A).

Student responses also indicated that the tour was not as interesting as it was informative, and it may have been more elementary than appropriate (Table II, item A). This may have been a function of the entering sophistication of students who already know about library procedures. It should be noted that 88.2 percent of the students indicated that this was not their first visit to the library. The Director of Freshman English felt that because of its general, comprehensive nature all students should participate in all steps of the library program. Some of the students with

more library experience could have been exempted from this phase, determined by their pre-test score. About 15 percent were in this category (Table I, item A).

PROGRAM EVALUATION: PHASE II QUESTIONNAIRE

Student response to the slide-sound presentation had a profile that was somewhat similar to the Phase I tape tour (Table II, item B). When asked if they would recommend the program to a friend, 92.5 percent indicated they would without reservation (Table II, item B); another 1.8 percent said they would with some reservation. With regard to content, there was a closeness in responses to questions about organization and usefulness: 72.2 percent gave their highest rating to the question regarding organization (Table II, item B), while 70.3 percent gave the highest rating to the question about usefulness of information (Table II, item B). Generally, questions about the degree of complication or simplicity and interest were influenced by the fact that all students were required to view the presentatation. Those who indicate by their pre-test scores that they are already familiar with the materials presented might possibly have been exempted from this second phase of the program resulting in a different general response (Table I, item A). From the unusually high score given to the question concerning students' ability to use the sources presented, it can be concluded that some were already familiar with the materials. Some 99.9 percent felt that they were able to use some or all of the sources that were covered (Table II, item B).

PROGRAM EVALUATION: PHASE III QUESTIONNAIRE

In answer to the question "Would you recommend the use of this workbook...?" 76.9 percent indicated they would without reservation. Another 11.1 would with some qualification (Table II, item C). In answer to the question "Was the conference with the librarian helpful?" some 63.2 percent said it was, and only 10.2 stated the opposite (T ble II, item C). Equally encouraging was the fact that 79.4 percent indicated they found the emphasis on a search strategy helpful - a major purpose of the exercise (Table II, item C).

The generally lower rating given regarding the helpfulness of the workbook can be attributed to several factors: the first one being the requirement that all were asked to participate, some confusion experienced regarding the unit on bibliographies - since revised(Appendix III)[3], and the fact that many, 49.5 percent, were already familiar with the sources, although 48.5 percent were not (Table II, item C). Perhaps the most signiiicant factor was that many students chose topics for which there was little library material available. This problem was discussed in a follow-up meeting between the librarians, the course director, and the instructors. It was generally agreed that the library should prepare a guide to appropriate subjects basing the recommendations on the availability of library materials.

PROGRAM EVALUATION: TESTS

Over one third or 37 percent of the students achieved a passing grade on questions relating to their general knowledge of the

library (questions related to the tape tour), over half or 57 percent achieved the same score on the post-test. For those who answered all but one question correctly, the figure doubled from a cumulative total of fifteen percent on the pre-test to 34 percent on the post-test (Table I, items A, B).

For the Phase III workbook exercise, some 44 percent of the group scored a passing mark on the pre-test, while 90 percent received the same score on the post-test (Table I, items A, B). All questions were answered correctly by two percent of the students on the pre-test; on the post-test 31 percent answered all the questions correctly (Table I, items A, B). For those answering all but one question correctly, eleven percent did so on the pre-test, and 65 percent did so on the post-test.

CONCLUSION

From the results of the data here presented, the library program has been well received by the students enrolled in the special course. Test scores indicate that they have gained in experience and knowledge relating to library services and materials. The program has also won acceptance by members of the teaching faculty not directly connected with the program. They have requested and used segments of it in their courses. In addition, other students have shown an interest in, and have used, the self-guided, taped library tour. This has been augmented by librarians who have recommended the tour to other library users.

An outgrowth of the project has been its special adaptation for students enrolled in classes conducted by the college's Learn-

ing Skills Center. This modified program consists of the tape tour, a revised workbook, coupled with a classroom visit by members of the library's Public Services staff, and the assignment of a brief library paper,

By means of the program the library has been able to provide systematic instruction and orientation to much larger numbers of students than has been possible in the past. Secondly, students have shown a very positive response to the use of media assisted instruction, yet librarian-student contact, requested by students and desired by librarians, was maintained by means of the workbook interview. Thirdly, with a staff of five reference librarians and the Head of Reference, the library was able to assume the additional work of developing the program at the same time providing all the other departmental services. Also the fact that increasing numbers of students are seeking reference assistance (total questions asked were up 52 percent since the establishment of the library program in 1973) is indicative of the program's influence on their attitude toward library usage, and the positive value they place on its importance.

The library instruction-orientation program is one unit of an individualized, self-guided English composition course that was developed by the Director of Freshman English, with the college's Educational Communications Center.[4] The course is designed around the "Westinghouse Learning Corporation's seven-module English composition [course]: An Individualized Course Program,"[5] and is integrated with existing video and tape programs.[6]

The course was first offered during the fall 1975 semester

and consists of nine instruction modules, with students advancing through the program at their own pace by means of individual and group conferences, completing assigned projects, exercises, and tests. The library three-phase program is one module of the course.

Since this report is offered as a general guideline for those interested in establishing a local program of library instruction and orientation, several points should be emphasized:

A. Student motivation or participation is a major factor in the success of an instruction-orientation program of this type. Seeking support of the teaching faculty and affiliation with required instructional programs is important, if the library program is to reach a broad student population.

B. Other campus agencies should be sought out for their support and assistance. The Educational Communications Center of the State University College at Brockport was indispensable in offering planning guidance, questionnaire evaluation, and computer assisted data analysis.

C. A program as described here, once in operation, allows the library staff to concentrate their time on preparation for specialized or more advanced classes.

D. Initial planning and development require a great deal of library staff time and a wide range of talents. The objective is best achieved by undertaking such a project on a committee or departmental basis, or, if possible, on a time-release basis, with one librarian providing

direction and leadership, and others providing support at the implementation stage.

E. Student feedback obtained from open-ended questions provided on the questionnaires was particularly helpful in the re-design of program components.

LIST OF REFERENCES

[1] All materials (slides, tape cassettes, tests, questionnaires) used in the library program are available for loan through the Library Orientation-Instruction Exchange (LOEX) Clearinghouse at Eastern Michigan University. Send requests to:

Carolyn Kirkendall, Director
Project LOEX
Center of Educational Resources
(University Library Media Services)
Eastern Michigan University
Ypsilanti, Michigan 48197

[2] On the pre-test, questions "1" through "9" cover the tape tour; questions "10" through "17" cover the slide-sound program; questions "18" through "24" cover search strategy and the workbook. On the post-test, questions "1" through "9" cover the slide-sound program; questions "10" through "15" cover the workbook; questions "16" through "24" cover the tape tour. (Copies of the test are found in Appendix I).

[3] Evaluation data regarding the workbook was obtained for the Spring semester, 1976. The workbook found in Appendix III is a revised version.

[4] Educational Communications Center, Instructional Development Memo for May 1975: Status Report (State University College at Brockport, Brockport, New York: 1975).

[5] Published by Westinghouse Learning Press, a division of Westinghouse Learning Corporation, the course consists of seven modules: orientation and evaluation (explains how the student is to use the course), developing writing skills, principles of logic, a module covering sample essays for students to analyze for logical presentation of ideas, a module on specific writing problems, and library skills.

[6] The video tape program, consisting of thirteen video tapes, covering the subject of expository writing and communication skills, was developed by Dr. Paul Briand, State University of New York College at Oswego, New York. The series of five self study programs in the teaching of English were prepared by the Language Arts Department, Mr. John Howard, Chairman, Lane Community College, Eugene, Oregon.

APPENDIX I

Table I: Tests (Fall 1975)[1]

A. Pre-Test:

Phase I				Phase II				Phase III			
Number of correct questions	Number of students	%	Cumulative %	Number of correct questions	Number of students	%	Cumulative %	Number of correct questions	Number of students	%	Cumulative %
9	5	2	2	14	3	1	1	7	5	2	2
8	30	13	15	13	21	9	11	6	20	9	11
7	48	21	37	12	38	17	27	5	74	33	44
6	57	25	62	11	53	23	51	4	63	28	71
5	49	22	83	10	48	21	72	3	39	17	89
4	28	12	96	9	31	14	85	2	15	7	95
3	8	4	99	8	10	4	90	1	2	1	96
2	1	0	100	7	13	6	96				
				6	5	2	98				
				5	1	0	98				
				4	1	0	99				
				3	1	0	100				

B. Post-Test:

Phase I				Phase II				Phase III			
Number of correct questions	Number of students	%	Cumulative %	Number of correct questions	Number of students	%	Cumulative %	Number of correct questions	Number of students	%	Cumulative %
9	18	11	11	14	15	8	8	7	52	31	31
8	39	23	34	13	34	20	29	6	58	35	65
7	39	23	57	12	49	29	58	5	42	25	90
6	34	20	77	11	35	21	79	4	11	7	97
5	20	12	89	10	20	12	90	3	5	3	100
4	9	5	95	9	7	4	95				
3	8	5	100	8	6	4	98				
2	0	-	-	7	0	0	98				
				6	1	1	99				
				5	0	0	99				
				4	1	1	100				

[1] It was during the Fall 1975 semester that all students were tested on all three phases of the library program - subsequent testing is done on a random basis.

Appendix I, Table I: Tests (Fall 1975), continued

C. Test Summaries:

	Pre-Test	Post-Test
Phase I	65.9 %	73.7 %
Phase II	73.0 %	82.7 %
Phase III	58.0 %	83.4 %
N	228	168

APPENDIX II

Table II: Questionnaires (Spring 1976)

A. Phase I:

	Organization	Informative	Interesting	Clearness	Simple-Complex	Recommend to friend	First visit to library	Clearness of directions
highest	1. 71.8	60.7	29.4	59.4	13.7(comp.)	90.1(yes)	11.7(yes)	83.0 (clear)
	2. 21.5	28.1	29.4	24.8	22.2	5.8(yes if)	88.2 (no)	15.0(not clear)
	3. 3.2	7.1	28.1	8.4	58.1	3.2 (no)	-	-
	4. 2.6	2.6	5.2	5.2	3.9	-	-	-
lowest	5. 0.0	0.6	7.1	1.3	0.0(simple)	-	-	-
mean	1.36	1.53	2.30	1.63	2.53	1.12	1.88	1.84
S.D.	0.67	0.79	1.16	0.93	0.78	0.41	0.32	0.36
N	152	152	152	152	150	152	153	151

B. Phase II:

Organization	Informative	Interesting	Clearness	Simple-Complex	Recommend to a friend	Knowledge of use of sources	
72.2	70.3	98.1	66.6	5.5	92.5(yes)	68.5 (yes)	1.highest
24.0	22.2	20.3	25.9	25.9	1.8(yes if)	31.4(yes some)	2.
3.7	3.7	24.0	3.7	62.9	3.7 (no)	0.0 (no)	3.
0.0	3.7	3.7	3.7	5.5	-	-	4.
0.0	0.0	3.7	0.0	0.0	-	-	5.lowest
1.31	1.40	1.94	1.44	2.68	1.09	1.62	Mean
0.54	0.74	1.10	0.76	0.68	0.40	0.93	S.D.
54	54	54	54	54	53	54	N

Appendix II: Table II: Questionnaires (Spring 1976), continued

C. Phase III:

Organi-zation	Conference with librarian	Research strategy	Clearness	Simple-Complex	Recommend to a friend	First use of sources	
41.0	63.2 (helpful)	79.4(helpful)	36.7	5.9	76.9 (yes)	13.6(yes, most)	1.
32.4	10.2(not helpf.)	15.3(somewhat)	32.4	8.5	11.1(yes if)	35.0(yes, some)	2.
16.2	-	9.2(not helpf.)	17.0	73.5	10.2 (no)	49.5 (no)	3.
5.9	-	-	11.9	9.4	-	-	4.
3.4	-	-	0.8	1.7	-	-	5.
1.97	1.13	1.35	2.06	2.92	1.32	2.36	Mean
1.06	0.34	0.73	1.05	0.69	0.65	0.71	S.D.
116	86	116	116	116	115	115	N

APPENDIX III

Pre-Test

1. Books are listed in the card catalog by:

   a. subject only
   b. author, title, and subject
   c. call number

2. To have a copy made from microfilm, you must:

   a. leave the microfilm at the reference desk and pick up your copy in twenty-four hours
   b. you cannot take copies from microfilm
   c. take the microfilm to the Copy Center on the ground floor of the library

3. If you find that the item you want in the card catalog is a media kit, you will find it:

   a. at the Audio-Visual Center, Edwards Hall
   b. at the Reserve Desk on the main floor
   c. in the library's Special Materials Center

4. One of the following is not found in the Reference Department:

   a. dictionaries
   b. bibliographies
   c. college catalogs

5. Only one of the following is true concerning Government Documents:

   a. they may not be checked out of the library
   b. they are arranged by Library of Congress call numbers
   c. they must be located through special indexes

6. Books are placed on reserve to:

   a. make them available for a number of students who need to use them to complete assignments
   b. because they are not yet catalogued
   c. because they are too expensive to circulate

7. Which of the following is not true of microforms?

   a. they must be read with special machines
   b. they are listed in the card catalog
   c. they are found on the top floor of the library

Appendix III, Pre-Test, continued

8. If the letters "OVR" appear above the call number on the catalog card, the book should be:

   a. in the Vertical File collection
   b. in the atlas collection
   c. in a special section for oversized books

9. On the top floor of the library, you will find:

   a. circulating books
   b. the library's Special Materials Center
   c. the Vertical File collection

10. The following entry from the Library of Congress Subject Headings Book tells you that:

```
social interaction
 sa  attention-seeking
     social distance
     sociometry
  x  human interaction
     interaction, social
 xx  psychology
     social psychology
```

   a. you may find books in the card catalog under "social interaction"
   b. you may find books listed under "human interaction" in the card catalog
   c. "sociometry" cannot be used as a subject heading in the card catalog

11. In the call number "BF
    732
    .C7" the letters "BF":

   a. are an abbreviation for the subject under which the book is found - i.e. "Business and Finance"
   b. indicate a specific subject area in the Library of Congress classification system
   c. are special symbols for library use, and are not important for the library user

12. In order to use the Print-Out of Books in Circulation to find out if a book is checked out of the library, you need to know:

   a. the author
   b. the subject
   c. the call number

Appendix III, Pre-Test, continued

13. If you find that a book you need has been checked out, you may:

    a. get the borrower's name from the circulation librarian and contact him or her to see if you can borrow the book
    b. request a copy from another library
    c. request to have the book recalled for your use

14. Fill in the following information about the following entry from the Reader's Guide to Periodical Literature:

    Dating
    How I learned to love creeps. S. Sloat
    por Redbook 141:49+ Je '73

    a. the author of the article _____

    b. the title of the magazine _____

    c. the date of the magazine article _____

15. On the rotating periodicals file, a magazine title listed on a green slip indicates the magazine is:

    a. on order and not yet in the library
    b. on microfilm
    c. found in the library's Government Documents section

16. Using the following sample from the New York Times Index, 1975, see if you can select the correct answers:

    CARRADINE, David
    David Carradine, star of TV series Kung Fu, is free on bond after being arrested on Sept 16 for allegedly robbing and ransacking neighbor's house in Hollywood Hills (S), S 19, 49:6

    a. in which issue of the New York Times did this news item appear? _____

    b. on what page is the article found? _____

    c. in which column is the article found? _____

17. Following is a sample of a typical catalog card. The book is found under three different subject headings in the subject card catalog. What are those subjects?

Appendix III, Pre-Test, continued

GT
1747
.M3

Demonology
Macgown, Kenneth, 1888-
Masks and demons [by] Kenneth Macgown and Herman Rosse. [New York] Harcourt, Brace & Co. [c1963]
xii, 177p. illus. 23cm.

Illustrated lining papers.
List of works dealing with masks: pp. 168-173

1. Masks 2. Demonology 3. Theatre - Hist. I. Rosse, Herman, joint author II. Title

Write the subjects below:

a. _____

b. _____

c. _____

18. When searching for a magazine article on your subject:

a. you should use the Reader's Guide to Periodical Literature since it indexes all American periodicals
b. select the important magazines in your area of interest, and look through the tables of contents
c. ask a librarian for help in finding the most appropriate index for your needs since there are many periodical indexes covering a wide range of subject areas

19. The best way to locate a book about George Washington would be to look in the card catalog:

a. under George Washington, author-title section
b. under "Washington, George" in the subject section
c. under "U.S. Presidents" in the subject section

20. For a general introduction to your topic, and a listing of additional or recommended works:

a. you should consult the subject section of the card catalog under your topic
b. you should search through the issues of the Bibliographic Index
c. look for coverage of your subject in an appropriate encyclopedia where, often, selective bibliographies are provided at the ends of the articles

Appendix III, Pre-Test, continued

21. Using a search strategy to find information on a subject means:

    a. that it is sufficient to look in the card catalog to determine the library's holdings on your topic
    b. that you should confine your search to the Reader's Guide to Periodical Literature, where all relevant information will be found
    c. that you analyze your subject, determine the kind of information needed, and select the most appropriate reference sources

22. A convenient place to begin a search for information about a living, American business leader is:

    a. the Encyclopedia Americana
    b. Who's Who in America
    c. Social Sciences Index

23. The most appropriate source for information on "community-school relations" might be:

    a. the Encyclopedia of Education
    b. the Encyclopedia Britannica
    c. the International Encyclopedia of the Social Sciences

24. An abstract is:

    a. a short summary of a book or article
    b. a type of illustration
    c. an index that is produced by a computer

Appendix III, continued

Post-Test

1. The following entry from the Library of Congress Subject Headings Book tells you that:

Ethnology

sa Anthropology
Archaeology
Civilization
x Ethnography
Races of man
\- Africa

   a. you will not find books listed in the subject card catalog under "Ethnology"
   b. you will find books listed in the subject card catalog under "Ethnology"
   c. you will find books listed in the subject card catalog under "Races of Man"

2. In the call number "LA
551
.R4" the letters "LA" indicate:

   a. that the book's subject is "Labor Arbitration"
   b. a special subject in the Library of Congress classification system
   c. that the book is found in the "LAB" collection

3. In order to use the print-out list of library books that have been checked out, you must know:

   a. the call number of the book
   b. the title of the book
   c. to whom the book was loaned

4. If the book you need has been checked out:

   a. it is subject to recall after one year
   b. ask for it at the Reference-Information Desk
   c. you can request to have the book recalled for your use, after it has been out for two weeks

5. Fill in the information about the following entry from the Reader's Guide to Periodical Literature:

Appendix III, Post-Test, continued

BERMUDA triangle
Deadly Triangle; theories of C. Berlitz
il Time 105:66 Ja 6 '75

a. on what page is the article found?_____

b. the title of the article is_____

c. the date of the article is_____

6. A magazine title listed on a green slip on the rotating periodicals file means that:

a. the magazine title is no longer available for use in the library
b. the magazine is in microform
c. the magazine is bound and found on the ground floor of the library

7. Using the following sample from the New York Times Index, 1974, see if you can provide the correct answers:

FOOTBALL
George Plimpton comments on his plans to pose for centerfold of Gridiron News, Matterhorn Sports Club Meeting, Fe 27, 48:8

a. what is the date of the above article?_____(month)____(day)

b. on what page is the article found?_____

c. in which column is the article found?_____

8. Following is a sample of a typical catalog card. The book is found under several different subject headings in the subject card catalog. Please identify three of the subjects.

HT
609
.K63

Kohn, Melvin L. 1928-
Class and conformity; a study of values [by] Melvin L. Kohn. Homewood, Ill., Dorsey Press, 1969. Bibliography: pp. 270-293.

1. Social classes 2. Parent and child 3. Social values 4. Conformity I. Title

Write the subjects here:

a._____

b._____

Appendix III, Post-Test, continued

c._____

9. An abstract may be defined as:

   a. an index that lists magazine articles
   b. a short summary of a magazine article or book
   c. an index of government publications

10. The most appropriate source for information on "Foreign Policy" might be:

   a. the International Encyclopedia of the Social Sciences
   b. the Encyclopedia of Philosophy
   c. the Encyclopedia of Education

11. In which of the following sources are you unlikely to find information about Hank Aaron:

   a. New York Times Index
   b. Reader's Guide to Periodical Literature
   c. Art Index

12. Using a search strategy to find information about your subject means:

   a. that you need only look for the most recent and complete books on your subject
   b. that you should seek to do a computer data-base search on your topic
   c. that you should analyze your search for information, and look or ask for reference sources that are most appropriate for your subject needs

13. The most efficient way to use the library is to:

   a. browse through the book stacks, looking for information on your topic
   b. ask for information on your topic at the Reserve Desk
   c. ask for help at the Reference-Information Desk to find the most appropriate sources for your topic

14. Which of the following would be a good first step in writing a biographical essay on Ernest Hemingway?

   a. look up Hemingway in the author section of the card catalog
   b. look in the card catalog under the subject "American Literature"
   c. look up the author in an encyclopedia

15. In which of the following are you unlikely to find a bibliography?

Appendix III, Post-Test, continued

a. an encyclopedia
b. a magazine article
c. a newspaper article

16. On the top floor of the library is found:

a. all the circulating government documents
b. the oversize book collection
c. bound periodicals prior to 1950

17. The letters "OVR" above a call number mean:

a. the subject of the book deals with overcrowding in classrooms
b. the book is available for overnight use only
c. the book is found on the oversize shelves

18. Microforms are:

a. listed in the card catalog
b. found in the library's Special Materials Center
c. found on the top floor of the library

19. The purpose of the library's reserve section is to:

a. assure the availability of certain materials which teaching faculty want their students to read
b. make available for student use books borrowed from other libraries
c. provide access to books not listed in the card catalog

20. Government documents:

a. are chiefly found through the card catalog
b. are available in microform only
c. are located through special indexes

21. One of the following is not found in the reference collection:

a. periodical indexes
b. encyclopedias
c. bound periodicals

22. If you find that the item you want in the card catalog is a phonotape cassette, you will find it:

a. at the Audio-Visual Center, Edwards Hall
b. in the library's Special Materials Center
c. at the library's Reserve Desk

Appendix III, Post-Test, continued

23. To have a copy made from microfilm you must:

    a. take the microfilm to the Audio-Visual Center in Edwards Hall
    b. take the microfilm to the library's Copy Center
    c. you cannot make copies from microfilm

24. Books are listed in the card catalog:

    a. by author, title, and subject all in one alphabetical order
    b. in two sections: by author and subject, and by title
    c. in two sections: by author and title, and by subject

APPENDIX IV

Questionnaire - Taped Tour

Please complete this questionnaire concerning the "Taped Tour" you have just taken. This information will aid us in better serving future student needs.

You do not need to sign your name or otherwise identify yourself.

Please drop the completed questionnaire in the box provided on the counter at the Reserve Desk. (Note: There are two sides to the questionnaire).

1. The tour of the library was
(circle the number that most clearly indicates your assessment)

well organized	1	2	3	4	5	poorly organized
filled with useful information	1	2	3	4	5	without any useful information
presented in an interesting manner	1	2	3	4	5	presented in a boring manner
clearly expressed and easy to follow	1	2	3	4	5	confusing and difficult to follow
too simple or elementary	1	2	3	4	5	too complicated

2. Please describe any areas or subjects covered during the tour about which you felt more information was needed.

3. Would you recommend this tour to a friend who needed to know more about the library? (check one response)

____Yes
____Yes...if...(state your qualifications)
____No

Appendix IV, Questionnaire - Taped Tour, continued

4. Was this your first visit to the library?

___Yes ___No

5. Did you have any trouble following the posted signs?

___Yes ___No

6. This taped self-tour was designed to provide you with an opportunity to visit and become better acquainted with the Drake Memorial Library - on your own -- and to give you a closer, more personal look at our facilities. What suggestions would you make for improving the tour?

Appendix IV, continued

Questionnaire - Slide/Sound Presentation

Please complete this questionnaire concerning the slide/sound presentation you have just seen. This information will aid us in better serving future student needs.

You do not need to sign your name.

Please drop the completed questionnaire in the box provided on the counter in the Special Materials Center.

1. The slide/sound presentation was:
(circle the number that most closely indicates your assessment)

well organized	1	2	3	4	5	poorly organized
filled with useful information	1	2	3	4	5	without any useful information
presented in an interesting manner	1	2	3	4	5	presented in a boring manner
clearly expressed and easy to follow	1	2	3	4	5	confusing and difficult to follow
too simple or elementary	1	2	3	4	5	too complicated

2. Please describe any areas or subjects covered during the presentation about which you felt more information was needed.

3. Would you recommend this presentation to a friend who needed to know more about the subjects covered?

____Yes
____Yes...if...(state your qualifications)
____No

Appendix IV, Questionnaire - Slide/Sound Presentation, continued

4. This slide/sound presentation was designed to introduce you to the card catalog, subject headings book, Reader's Guide, and N.Y. Times Index. Do you feel you now know how to use these sources?

____Yes
____No
____Some of them

5. What suggestions would you make for improving this presentation?

6. If you are currently taking English 112, what is your section number?

_____

Appendix IV, continued

Questionnaire - Workbook

Please complete this questionnaire concerning the worksheets. The information will aid us in better serving future student needs.

You do not need to sign your name or otherwise identify yourself.

1. The worksheet project was:
(circle the number that most closely indicates your assessment)

helpful for finding material	1	2	3	4	5	not helpful for finding material
well organized	1	2	3	4	5	poorly organized
too simple or elementary	1	2	3	4	5	too complicated
clear	1	2	3	4	5	confusing

2. Would you recommend the use of this workbook to someone else doing research on a biographical topic?

____Yes
____Yes...if...(state your qualifications)
____No

3. Was this the first time you used the reference books that we listed?

____Yes...most of the sources listed were new to me
____Yes...some of the sources listed were new to me
____No...used most of them before

4. Was the conference with the librarian helpful?

____Yes
____No (if not, why?)

Appendix IV, Questionnaire - Workbook, continued

5. Was the research strategy explained in the workbook helpful in finding sources you might have overlooked?

____Yes
____No
____Maybe

6. What suggestions do you have for improving the worksheets?

APPENDIX V

A Library Search Strategy: Biography

Introduction

In your English composition course, you have been assigned a biographical paper. The completed paper will include a bibliography or list of references you consulted. Your list should include both books and magazine articles.

The following exercises have been designed to help you gather information on your topic. By working through each section you will be using the most efficient means of locating the materials you will need to complete your assignment. Each section is a step in the search strategy.

Since a college library has a wide range of materials, it is essential that you develop a strategy for finding what you need when doing a research paper. By becoming familiar with the reference sources presented in the following pages and developing a systematic approach to their use, we hope that you will find useful information on your biographical topic and will be able to take a sophisticated approach to finding material for subsequent papers and projects.

READ THIS CAREFULLY BEFORE STARTING

1. Look over each section, select one or more of the reference sources we have listed and see if you can find information about your subject. Write the necessary information in the spaces provided at the end of each section.

2. This worksheet is designed for independent study, but should you have any trouble using the reference material suggested, please ask any of the librarians for help.

3. You may not be able to find information on your subject in every section of this worksheet. If not, indicate at the bottom of the page the sources you have tried and go on to the next section.

4. When you have finished, return the booklet to the reference librarian. She or he will review it with you and sign it.

5. The worksheets should be attached to your completed reseach paper and turned in to your instructor.

MY SUBJECT IS _____

Appendix V, A Library Search Strategy: Biography, continued

LIBRARY SEARCH STRATEGY

I. When you start doing research on a topic, develop a strategy to effectively use library resources.

II. You can follow the strategy developed in this worksheet for other topics you may be assigned.

A. Start with general sources like encyclopedias or dictionaries for an overview.

B. Determine what other reference tools will help you find information on your topic.

1. See if we have a Library Guide to your subject area.
2. Ask a reference librarian for assistance.

C. Locate books through the card catalog.

D. Locate periodical articles through appropriate indexes and abstracts.

E. Look for bibliographies in the sources you use.

F. Ask a librarian for assistance if you can't find what you need.

Appendix V, A Library Search Strategy: Biography, continued

Section 1

Biographical Sources

A good strategy for starting research on a biographical topic would be to consult a biographical dictionary, Who's Who, or similar source. These books give concise, basic information on the dates your subject lived, main area of accomplishment (author, politician, scientist), publications, etc.

Check the list below for a title in which you might find information on your subject. For example, if your subject is an author currently living, you might choose Contemporary Authors. At the end of this section, write in where you found information on your subject.

American Men and Women of Science. 1955- (Ref Q 141.A47)
Contains biographical data on scholars working in all areas of science, including social and behavioral sciences.

Chambers Biographical Dictionary. 1969. (Ref CT 103.C4 1969)
A general source that gives information on people of international or historical importance.

Contemporary Authors. 1962- (Ref PN 451.C62)
Contains articles on individual authors and includes sources of criticism. Scope is international. There is a cumulative index to all volumes.

Current Biography. 1940- (Ref CT 100.C8)
Covers people considered noteworthy or newsworthy. Use the Cumulative Index to lead you to articles in volumes 1940-1970.

Dictionary of American Biography. 1929 + supplements. (Ref E 176 .D56)
Contains authoritative information about eminent Americans no longer living.

Dictionary of National Biography. 1921-22 + supplements. (Ref DA 28.D47)
Contains authoritative information about eminent British persons no longer living.

Grove's Dictionary of Music and Musicians. 1955 + supplements. (Ref ML 100.G8863)
Covers the whole field from 1450 on and includes biographies.

Appendix V, A Library Search Strategy: Biography, continued

The International Who's Who. 1965- (Ref CT 120.I5)
Has brief biographical facts about persons of world-wide interest.

National Cyclopedia of American Biography. 1898- (Ref E 176.N28)
Thousands of biographies of Americans of historical interest and Americans currently living. Use the index to all volumes.

Negro Almanac. 1971. (Ref E 185.P55 1971b)
Comprehensive coverage of the history and culture of black Americans and their significant contribution to our society.

Notable American Women, (1607-1950). 1971. (Ref CT 3260.N57)
An excellent resource for information on noteworthy women no longer living.

Twentieth Century Authors. 1942 + supplement. (Ref PN 771.K86)
Popularly written sketches on "writers of this century of all nations whose books are familiar to readers of English." Includes bibliographies.

Who's Who in America. 1916- (not complete in earlier years) (Ref E 663.W56)
Gives brief biographical information on Americans of note.

Who's Who in American Politics. 1967/68- (Ref E 176.W6424)
Short articles on the persons who most influence politics and government at all levels in this country.

Who's Who in the World. 1971/72- (Ref CT 100.W5)
Brief biographical facts about persons of world-wide interest.

Who's Who of American Women. 1958- (Ref CT 3260.W5)
Concise information on noteworthy American women.

Where did you find information on your subject?

(Write your answer in the form you would use for the bibliography of your paper).

_____
"Title of article"

_____
Title of book, year, pages

_____
CALL NUMBER

Appendix V, A Library Search Strategy: Biography, continued

Section 2

Encyclopedias

Now that you have basic biographical information (dates, field of accomplishment, etc.), check one of the encyclopedias listed below to get a more comprehensive overview of your subject. Encyclopedias may be used for general background reading. Bibliographies at the end of articles are usually an excellent source for other books and articles on the subject.

Generally, only very prominent people are included in major encyclopedias. If none of the choices listed below seems likely to include information on your subject, ask the reference librarian for further suggestions or look in the subject section of the card catalog under your subject followed by the word dictionaries. Examples:

Art - Dictionaries Science - Dictionaries	Note: In our card catalog the word "Dictionaries" is the term used to include "Encyclopedias".

Encyclopedia Americana. 1972. (Ref AE 5.E333)
A standard, general encyclopedia. The last volume is the index to the set.

Encyclopedia Britannica. 1973. (Ref AE 5.E36a - Micropaedia - Ready Reference and Index; and Ref AE 5.E363b - Macropaedia - Knowledge in Depth).
A standard, general encyclopedia with a new format. Two part set: a) The Micropaedia gives capsule statements of facts about the subject and shows where further information about it can be found in the set. Use this part first. b) The Macropaedia contains longer articles with in depth information on a subject.

Encyclopedia of Philosophy. 1967. (Ref B 41.E5)
This encyclopedia covers Eastern and Western philosophy and treats all periods. Articles are of substantial length and are arranged in one single alphabetical order.

Encyclopedia of the Social Sciences. 1935. (Ref H 41.E4)
Articles on important people and trends in politics, economics, law, anthropology, sociology, penology, and social work.

Appendix V, A Library Search Strategy: Biography, continued

International Encyclopedia of the Social Sciences. 1968. (Ref H 40.A2.I5)
Complements the above encyclopedia by covering the field from 1936-1968. Contains biographical and topical articles.

Encyclopedia of Education. 1971. (Ref LB 15.E4)
Offers information on the institutions, people, processes and products in education.

Encyclopedia of World Art. 1959-1968. (Ref N 31.E4833)
In its I5 volumes it covers all periods, places, and fields of art. Has many long articles with bibliographies that include both books and articles.

Find an article on your subject in an encyclopedia.

(Write the answer in the form you would use for the bibliography of your paper.)

_____
Author of article (if given) "Title of Article."

_____
Title of Encyclopedia, year, vol. no., pages

_____
Call number

Appendix V, A Library Search Strategy: Biography, continued

Section 3

Card Catalog

Using the card catalog as an index to books in this library.

If the person you are writing about is well known, you will want to see if the library has any books about him or her. You may also want to see if the library has any books written by your subject. If the person is not very prominent or is of such current interest that no books have yet been published about him/her, you will probably find more information in periodicals (magazines, journals, and newspapers) which are covered in the next section of this workbook.

There are two sections of the card catalog. One part has cards alphabetically listed by author and by title. The second part has cards listed alphabetically by subject.

If your topic (name of person) is an author, books by him/her would be in the author/title section. Books about him/her would be in the subject section. For any books about a person, look in the subject section under the person's name.

List here one book you found through the card catalog.

(Write the answer in the form you would use for the bibliography of your paper.)

_____

Author (last name first). Title.

_____

Place published: Publisher, date.

_____

Call number of the book

Is the book in the library now?_____

Appendix V, A Library Search Strategy: Biography, continued

Section 4

Periodical Indexes and Abstracts

To write a good, college-level research paper, you should not rely solely on material found in books. Periodicals (magazines, journals, and newspapers) should also be consulted.

Why? Several reasons:

1. Articles in scholarly journals contain in-depth studies on all topics; they often reflect the latest research in an area.
2. Magazines and newspapers contain current information not yet available in books.
3. Articles may appear on a subject not considered important enough for a whole book.

The best way to find periodical articles on a subject is to use indexes and abstracts which are found in the reference area. An index lists articles by subject and/or author. An abstract lists articles plus gives a summary of what the article is about. Some indexes and abstracts list books and government documents as well as articles.

An example of information given in an index is as follows:

from: Index to Periodical Articles by and About Negroes - 1972. (Title of index)

"Coretta King endorses McGovern for President" (title of article) Jet 42:16 (8 June 72). (name of journal, volume: page, date)

An example of the type of information given in an abstract is as follows:

from: Women Studies Abstracts: v.1, 1972. (title of abstract)

#765. "The Ring Around Congress." (title of article) Memo 2 no. 4: 6-8 '72 (name, volume number, pages and date of journal)

In spite of torrential rain 3,000 women and children from all over the country made it to the capital on June 22nd for a demonstration of solidarity with the women and children of Indo-China initiated by Joan Baez and Coretta Scott King...

(The above is a summary of the article. The complete article would be in the journal Memo.)

Appendix V, A Library Search Strategy: Biography, continued

The library has general indexes like the Reader's Guide and many specialized indexes. There are indexes and abstracts in almost every subject area covering the important literature in that field.

How to use indexes and abstracts:

1. Each volume of an index covers articles published during a certain time period.
2. Generally start with the most current volume of the index. However, if your subject is of historical interest, you might also want to look in index volumes covering the period during which your subject lived.
3. You can find information in most indexes by author and by subject.
4. When using an abstract, there are two steps.
   a) First use the author or subject index in the back of the issue or volume. You will find titles followed by a number.
   b) The number is the abstract number (not page number). Locate that abstract by number in the volume.

The following is a selected list of indexes and abstracts found in our reference section:

Reader's Guide to Periodical Literature. 1900- (Reference Index Tables)
Leads to articles in general interest periodicals - such as Time, Sports Illustrated, Scientific American, etc.

Biography Index. 1946- (Ref CT 100.B5)
Indexes biographies in periodicals and books.

Index to Periodical Articles by and About Negroes. 1950- (Ref E 185.152) 1950-1959 ed. entitled: Index to Selected Periodicals.
Indexes articles in major black publications.

Humanities Index, formerly International Index. 1907- (Reference Index Tables)
Author and subject index to periodicals in the fields of archeology, classical studies, folklore, history, language and literature, performing arts and others.

Social Sciences Index, formerly International Index. 1907- (Reference Index Tables)
Author and subject index to periodicals in the fields of anthropology, area studies, geography, law, political science, sociology, and others.

Appendix V, A Library Search Strategy: Biography, continued

Art Index. 1929- (Ref N 1.A7)

Music Index. 1949- (Ref ML 118.M84)

Women Studies Abstracts. 1972- (Ref HQ 1101.W65)
Reports of current research on women.

Using any index or abstract find an article in your subject.

Reference tool: _____
Title of Index or Abstract

_____
volume (date), page

Article: _____
Author (last name first). "Title of Article."

_____
Journal Title, volume (date), pages.

Does the library have the periodical? _____

If yes, is it bound or in microform? _____

Appendix V, A Library Search Strategy: Biography, continued

Section 5

Microforms

As you will recall from your tour, the library has a large collection of books, magazines, and newspapers in microform. They are found on the main floor, near the Government Documents section.

Magazines and newspapers are all arranged alphabetically by their title. Magazines are found in the first set of grey cabinets, marked "MIC 1". Newspapers are found in the second set of cabinets, marked "MIC 2".

In this assignment, you are asked to find information about your subject in the New York Times Index (located on an index table in the Reference Section).

1. Find your subject in any one of the annual New York Times indexes.

2. Copy down the month, day, year, page, and column number of your article.

   Mr 15, 31 : 5 (The year is on the cover of the index)
   ↑ ↑ ↑ ↑
   month day page column

3. Find the microfilm issue of the New York Times in the cabinet.

4. Place the film in any of the microfilm readers marked "MIC 1-MIC 2", Loading instructions are on the machine.

Cite your article here from the New York Times:

Author (if given), "Headline." New York Times, date, pages

Appendix V, A Library Search Strategy: Biography, continued

Section 6

Bibliographies

A bibliography is a list of books and articles on a particular topic. Often bibliographies or lists of references are found at the end of encyclopedia articles, books, or periodical articles. Items listed in the bibliography are additional sources to check for information for your research paper.

Check any of the books you used in section 1, 2, or 3 of this worksheet. Find one that includes a bibliography on your subject, and list it below.

_____

Author. Title of Book

Pick one book or article listed in the bibliography that might be helpful to you. List your choice below.

_____

Author. Title (of book or article)

Take your completed worksheets to the librarian at the Reference Desk anytime from 8 A.M. to 10 P.M. Monday through Friday. The librarian will look over your answers with you and discuss any questions or problems.

These worksheets have been successfully completed.

_____ _____

Librarian Date

APPENDIX VI

Instructions to Course Instructors

Student Guide
English 112

This is a revised format for the library skills sequence (section IV) described in the course outline "ENL 112: The Survival Course." Following this, beginning with item "D", is an outline of the library's program. Would you please explain it to your students before they begin their work in the library.

A. The Library Skills Sequence

Students should expect to spend up to, but not more than, three weeks on this sequence. They will only have to attend one class meeting each week during this sequence (Monday). They begin this assignment by studying the material on "Assignment 5" in the Writing Skills module and the scoring sheet for assignment 5 in the Form Book. They complete lessons 1 and 2 in the Library Skills module. After this time, students meet with the instructor to discuss the topic for the biographical paper. The next step is the library program. Students go to the library on an individual - not class - basis.

B. After students have completed all three phases of the library program, they proceed to lessons 5, 6, 7, and 8 in the Library Skills module.

C. They complete the biographical paper and bring it (and the library's Phase III workbook) together with the pre-graded scoring sheet for this assignment to a conference with the instructor. At this conference, the instructor will grade the assignment. The student completes the critique for Library Skills in time for this conference.

D. Three-Phase library instruction program

1. Phase I - Taped Tour of the Library (25 minutes)
The tour is brief and describes facilities, materials and services relevant to the needs of the student.

   a) Students report to the library's Special Materials Center, on the ground floor, to pick up portable tape players, cassettes, and headphones.
   b) I.B.M. cards will be provided at the library.
      1. Students state their name to the person on duty

Appendix VI, Instructions to Course Instructors, continued

at the Special Materials Center Desk.
2. Student's card is pulled; tour date is recorded.

c) At the completion of the tour, students return equipment to the Special Materials Center.

2. Phase II - Slide/Sound Program (20 minutes)
This program offers instruction in using the card catalog, selected periodical indexes, plus information about finding books and periodicals in the library.

a) This program is also available in the library's Special Materials Center.
b) Again, students identify themselves; an I.B.M. card with their name is pulled, and the date recorded.
c) Slides, tape cassette, and slide/sound projector are provided for use in the Special Materials Center.
d) Student must use headphones. There is a special carrel that will handle up to eight headphones at one time. If a group of students would like to work together, they can call to reserve the carrel - call 395-2578.
e) Materials are returned at the Special Materials service counter.

3. Phase III - Workbook Exercise
The workbook is designed to help students develop a search strategy. They choose from a selected list of reference materials to find information that they will later use to write a biographical paper. Emphasize: Students will choose a topic in consultation with their instructor. They should not write their paper until they have completed this exercise.

a) Students pick up the workbook at the library's Reference Desk.
b) After completing the project, the student reviews the workbook with the librarian at the Reference Desk. The librarian signs it and returns it to the student. The student's I.B.M. card is pulled, and the date recorded.
c) The completed workbook is attached to the biographical paper, and both are given to the instructor.
d) Only librarians on duty during the day-time and evening hours, on Monday through Friday, conduct the interview. If the librarian is unable to review the workbook at the time of its completion, a later time/date will be scheduled. We will be happy to schedule any student for an appointment - time permitting.

APPENDIX VII

Topics for Consideration

1. Students should be discouraged from selecting current celebrities, because library holdings will probably not be sufficient. Included under this category would be current pop-musicians/ singers, movie stars, etc.

   a) Under this category we would recommend excluding such personalities as Jacqueline Kennedy, John F. Kennedy, Martin Luther King, etc. These names are suggested for exclusion because most students will select them:
      1. Increasing the risk of plagiarism
      2. Since most, or many, students will choose the same subject, the range of possibilities is reduced.

2. National and international political figures would make good subjects, in terms of material availability. For local, state, and lesser-known national figures, information may be more difficult to locate.

3. Major literary figures, established writers, critics, and poets make good research topics. For writers just beginning to establish their reputations, pop-cult personalities, etc., information may be difficult to find.

4. Professionals, e.g. educators, scientists, athletes, musicians, artists, are good subjects, but more difficult to research. Generally, the more prominent or famous the person the easier it will be to find material. E.g.: For a local or regional artist, we may have very little, but for someone like Beethoven, Van Gogh, Jackson Pollock, Louis Pasteur, there should be sufficient material.

5. Historical figures also make good subjects. There is much information about the various U.S. and World Wars and other major political events.

6. The great religious leaders of the world are represented in our holdings. Current religious-cult leaders might be more difficult in research.

7. Local personalities are difficult to research because of meager holdings and a lack of indexing. The only source might be local - regional newspapers.

Specific Possibilities: The following might also serve as categories, e.g., a prominent sports figure might suggest other noted athletes.

Appendix VII, Topics for Consideration, continued

U.S. Presidents
Ralph Nader
Kurt Vonnegut
Hemingway
Steinbeck
Billie Jean King
Babe Ruth
Lou Gehrig
Sylvia Plath
Henry Kissinger
H. G. Wells
Margaret Mead
Mao Tse-Tung
Charles DeGaulle
Albert Einstein
Jacques Cousteau
Alexander Solzhenitsyn
Nikita Kruschev
J. Edgar Hoover
Joseph McCarthy
Ruling monarchs of other countries
Fidel Castro
Alfred Hitchcock
John D. Rockefeller
Andrew Carnegie
Henry Ford
Alexander Graham Bell
Jane Addams
Susan B. Anthony
Jonas Salk
Samuel Clemens
Frederick Douglass
Clara Barton
William Jennings Bryan
Edward R. Murrow
Estes Kefauver